

Sample Projects

Three sample projects are presented below. These projects are based on service-learning ideas which have been previously funded by the Cesar Chavez Service and Learning Funding Initiative, and are intended to provide applicants with a representation of what GO SERV considers quality service-learning projects. These projects are strong in implementation, address compelling community needs, involve youth in active learning and service, and are directly related to Cesar Chavez and the values by which he lived his life.

Applicants are invited to replicate these projects in their respective communities, modifying pieces of the chosen project to fit local populations and local community needs. Resources that can be utilized in conjunction with these projects, including lesson plans and links to the California State Frameworks, will be available on our website.

The following projects, while clearly focused on different issues, share the common characteristics previously listed (both administrative and programmatic) that contribute to the quality of implementation and the impact on the communities in which they occurred. Text boxes with specific high-quality characteristics have been included to demonstrate where and how sample projects have integrated GO SERV's designated high-quality characteristics.

Sample Projects:

- 1) Orange County Gleaning Project
- 2) Bay County Service Clubs
- 3) Cesar Chavez Community Center Project

Key Code

A = Service Learning Components
B = High Quality Program
Characteristics

ORANGE COUNTY GLEANING PROJECT

(B) Central Coordinator

(B) Community buy-in & utilization of technical advisors

(B) Youth Involvement

The Orange County Volunteer Center, in collaboration with the Orange County Office of Education, local Orange County schools, the City of Santa Ana, the Second Harvest Food Bank, and other local community based organizations, proposes to coordinate and oversee a **Gleaning Project** in Orange County. Over 3500 fourth-grade students from schools throughout Orange County will actively participate in harvesting agricultural fields of excess crops (gleaning). The results of these pickings will yield approximately 60,000 pounds of food, all of which will be donated to the Second Harvest Food Bank, an organization that students participating in this project contacted and designated to distribute food to the hungry and homeless in local communities. According to a needs assessment conducted by the Second Harvest Food Bank, more than 400,000 people in Orange County are at risk of going hungry every month. Therefore, this proposed project intends to meet a real and compelling community need. The Second Harvest Food Bank will provide orientation, expertise, supervision, and put safety measures in place for the gleaning activities.

(A) Specific service in which youth will engage

(B) Community needs assessment

(B) Clearly identified need

This Cesar Chavez service-learning project will enhance and support the 4.4 California History-Social Science Framework, educating students in the history of migrant farm workers, in general, and specifically bringing to life the values, work and life of Cesar Chavez. The Cesar Chavez values most relevant to this proposed project are determination, sense of community, diversity, and serving others.

(A) Academic Link

(A) Tie to Cesar Chavez values

Training and orientation will be provided to all partners and will include information on service learning methodology, development of relevant learning objectives, creation of handouts and materials, utilization of resources, utilization of reflection in service-learning projects, and how to use the Resource Guide which has been created by the Orange County Volunteer Center for this proposed project. Teachers will be given an orientation and ongoing training and assistance on project implementation by Orange County Volunteer Center staff, and will be invited to participate in a service-learning workshop conducted by the Orange County Department of Education.

(A) Training

(B) Orientation

Students participating in this project will each engage in 5 hours of service-learning activities, which include both the learning component of the project as well as the actual gleaning activity. 3 hours will be spent in classroom instruction about California agricultural history and reflection on the service activity, with the reflection component occurring subsequent to service project completion. The remaining 2 hours will be spent in the fields, with students participating in three related activities: education about the crop to be picked, experience of the physical labor involved in crop picking, and on-site reflection time for students to evaluate and articulate the value of the service experience and its relevance to the life, work and values of Cesar Chavez.

(A) Time spent on Service-Learning Project

(A) Reflection Period

(B) Learning activities focus on values of Cesar Chavez

The service-learning efforts will be celebrated in early April, with a Cesar Chavez Day of Celebration, which will be held in an Orange County Parks & Recreation center. Students will make presentations on their service-learning experiences and will be recognized by local government officials for the contributions they are making to their local communities. In honor of Cesar Chavez, students will also spearhead a Recreation center and park clean-up effort to take place on this celebration day, serving along side volunteers who have been generated and mobilized prior to the event.

Because of the direct experiences students will be afforded by both learning about Cesar Chavez and engaging in service activities directly related to that learning, it is anticipated that students and the community will gain awareness of the life and legacy of Cesar Chavez. Youth will be empowered to address unmet community needs, and it is expected that self-esteem of the participating students will be positively impacted due to the tangible outcomes demonstrated by their service efforts.

BAY COUNTY CESAR CHAVEZ SERVICE CLUBS

(B) Community buy-in

Community leaders from schools, local government agencies, and community-based organizations in Bay County have joined together to create the Bay County Youth Collaborative for Leadership. Corpsmembers from the local Conservation Corps will organize Cesar Chavez Leadership and Service Clubs in several elementary and high schools throughout the county (8 schools total). Students in grades 5 and 8 will be the targeted groups for these clubs. Approximately 100 students will be actively engaged in service-learning projects, with a goal to involve over 3,000 community members (students and other volunteers) by completion of the activities.

(A) Number of students involved

(B) Central Coordinator

A) Youth Voice

Meeting twice a week, after school, these Chavez Clubs will afford students the opportunities to develop and implement service projects while learning about Cesar Chavez, the issues that drove his work, and the values by which he lived his life. Over a 15-week period, students in the club will identify at least one campus need and one community need, engage in leadership development, implement the projects, and ultimately report to the school and broader community the accomplishments of the service. Students will be responsible for selecting and implementing an on-campus and community service project, and for recruiting fellow students to participate in the actual service days.

(A) Cesar Chavez

(A) Specific service in which youth will engage

(B) Community Needs Assessment

The Chavez Clubs will enhance and support the California State Frameworks according to the grades at which the activities take place and the scope of the service-learning projects that are identified. Teachers from the classes from which students will be drawn will be oriented to and given an overview on Cesar Chavez and service learning. They will also receive specific information on how to link grade-appropriate curriculum with information about Cesar Chavez Cesar and how to utilize the Chavez curriculum that was produced by the California Department of Education. This training will take place during a one-day workshop, for which teachers will be given a small stipend. The Service-Learning Regional Lead in Bay County will facilitate this one-day workshop and will be available to assist teachers in putting into practice the “learning” component of these service-learning activities.

(B) Student & Community awareness about Cesar Chavez and his principles



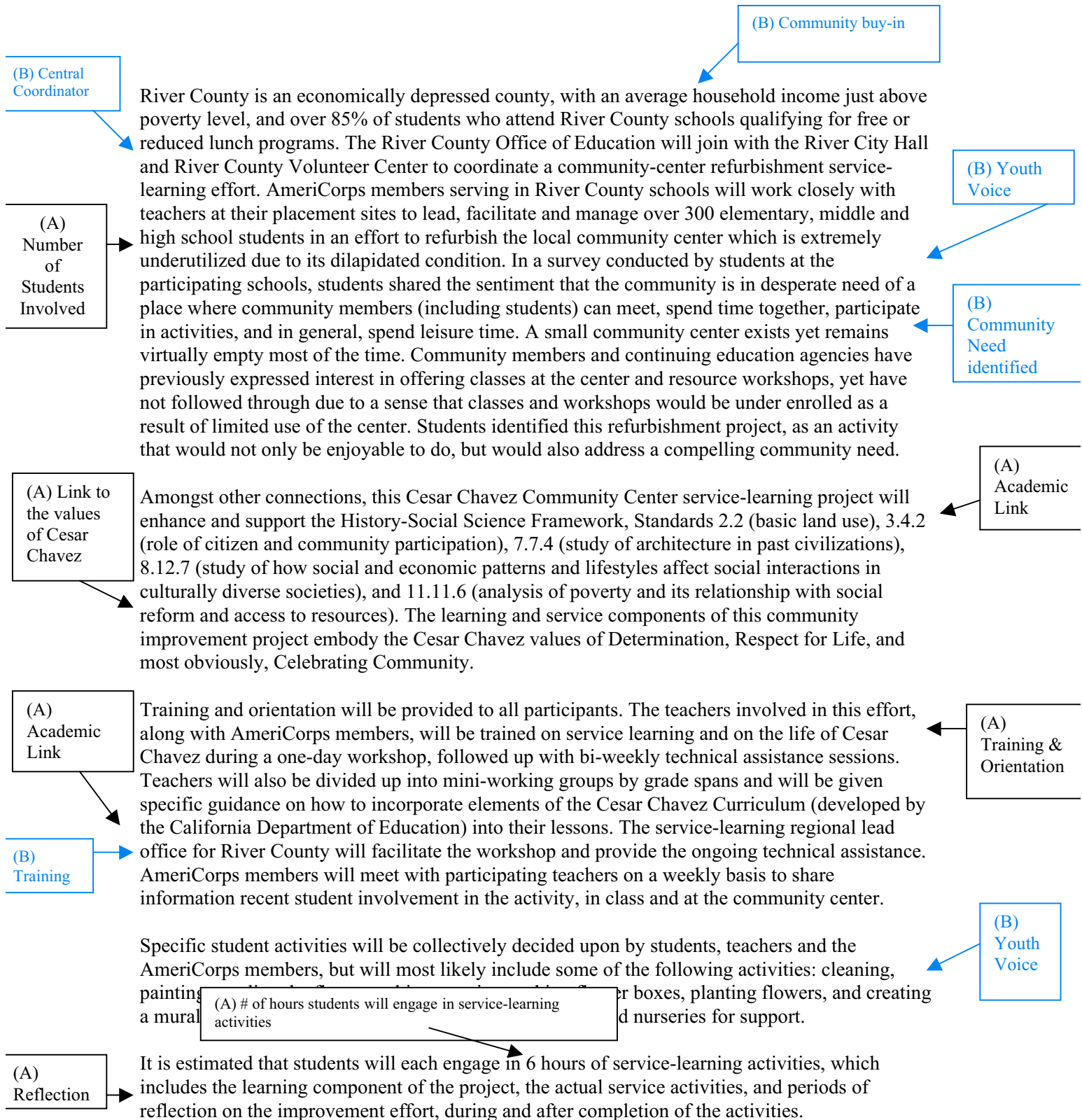
on the campus and community projects that have been completed. Various service efforts will also occur on this day, throughout Bay County.

The learning which will take place in the classroom, coupled with the service activities and community presentations are intended to not only teach students and the community about Cesar Chavez and his life, but are also anticipated to instill civic pride and empower youth to identify and address local community needs.

(B) Instill Civic pride and empower youth



Cesar Chavez Community Center Project



(B)
Community
Awareness
Event

Celebration of this community improvement effort will take place on the officially designated Cesar Chavez holiday, with the unveiling and Open House of the refurbished center. Local officials, community members, volunteers, students, and families will be invited to this celebration. Students, teachers and AmeriCorps members will be recognized by local officials for their hard work, diligence, and dedication to the community in which they live. This celebration will also serve as an opportunity for community members to enroll in classes that will be offered and held at the center.

(B) Instill Civic
pride and
empower youth

Because of the direct experiences students will be afforded, both in class in the community, it is anticipated that students will begin to develop ethics of service, senses of empowerment related to identifying and addressing community needs, and increases in self-esteem resulting from tangible outcomes of service-learning efforts.